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ABSTRACT

The DeKalb County School System, Georgia, has developed a unique leadership assessment program geared toward professional improvement through staff development based on assessed needs. The following three elements of this approach contribute to its uniqueness and address the three most common problems associated with assessments: (1) the assessment instrument contains seven "generic" leadership competencies; (2) the assessment is low inference--assessors respond based on whether 88 behaviors are or are not observed; and (3) assessment data are collected not only from a superordinate, but also from subordinates. The following areas are assessed: relating to people, communicating effectively, making decisions, planning and organizing, supervising and evaluating, improving professionally, and providing time on task for teacher and student. A statistical analysis is performed on the assessment results. The first field test of this assessment instrument and process was positive in both behavior changes and acceptance. A 10-item bibliography is appended. (DCS)

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# PERFORMANCE BASED LEADERSHIP ASSESSMENT

## DEKALB COUNTY SCHOOLS

by

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RESEARCH PAPER NO. 100-1

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1984

## LEADERSHIP ASSESSMENT

Leadership assessment in most public schools is based on job description tasks, and the assessment instruments are used primarily to assess principals. A typical assessment item would be, "Keeps the school building clean." A supervisor would check "___excellent, ___satisfactory, ___needs improvement, or___poor."

Most systems historically have given messages to all administrators of what the system valued. Through actions, through policy, through priorities, and through evaluation items, school systems gave principals the message that they valued, above all else, complete, tidy reports, a good set of books, and 100 percent on state inspections of buildings. Many universities reinforced this message through the courses offered for higher degrees in educational leadership. Extensive staff development in summer workshops was geared toward repetitious attempts to teach administrators how to perform job description tasks.

In the past five years, other needs for professional improvement for educational leaders have been identified. Personnel departments know from exit interviews with teachers that there are needs for better interpersonal and communication skills and for better evaluation skills among all administrators. Students' rights hearing committees perceive a need for educational leaders to have better interpersonal skills, communication skills and conflict resolution skills. Instruction departments realize that administrators need skills in understanding and utilizing test scores, in monitoring progress of students, and in understanding the entire instructional program.

The DeKalb County School System, through new priorities set nationally, through research, and through an analysis of problem patterns, realized that what it really values is people, is increased student achievement, and is instructional leadership at all levels--from the superintendent to the warehouse supervisor. This system believes that job description tasks should be performed well, but with an instructional mission in mind.

While many educational leaders are outstanding and many more are above average, the need for identifying strengths and weaknesses of these leaders in schools and departments and for building a model of leadership valued in the system became obvious to the DeKalb School System. The identification of generic leadership competencies grew from an examination of the early research done in connection with a now defunct state project to develop a performance-based administrative assessment instrument.

As the generic competencies began to emerge, the Effective School Research began to appear in journals. This resear affirmed the system's belief in the importance of instructional leadership, climate, and interpersonal skills. The research of Ron Edmonds (1982) is some of the most familiar in this area, but many others agree with the necessity for strong instructional leadership.

Clark (1980) declared that by setting goals and objectives and standards of performance and by creating a positive working environment and obtaining support, effective leaders actually did more.

Benjamin (1981) said that effective leaders were those who understood the school's educational program inside out and spent about half their time in the school's halls and classrooms. They also set high expectations for their staff and their students. Cross (1981) said that while attempts to correlate personal attributes of principals to leadership behavior or school attributes have been unsuccessful, studies relating principals' behaviors to school attributes had been more successful.

Gorton & McIntyre (1978) identified effective principals as hardworking, dedicated individuals who were people oriented and enjoyed strong support from students, teachers, parents, and the district office. These principals communicated openly with students positively and enthusiastically. Almost all of the studies on effective schools agree that school leaders created a climate that was orderly and safe with a sense of purpose and that the leader's behavior inspired staff and students to reach goals.

The "Teacher Attrition Study" for the State of Georgia (1981) confirmed what school personnel administrators have long known about why teachers leave the profession.

> According to survey results, the number one operational problem of the public school system is the school administration; that is, the school principals and assistant principals ... , the overall level of good management, as rated by the teachers surveyed, is disgracefully low. Over one out of every four, 25.8% of the principals were rated as poor or very poor, and 21.8% were rated as only fair... Improved management by principals in public schools would seem mandatory. (p.31-32)

The survey results point out the need for principals to be rated objectively.

In the midst of the system's efforts to translate the research on leadership into behavioral terms to serve as an assessment instrument and a model for administrators, In Search of Excellence (1982) provided an additional affirmation of our system's model of the accessible, visible, involved leader. The system's goal was to assess leadership in terms of a model and to provide staff development for leaders who want to improve the effectiveness of their schools or departments.

The DeKalb County School System has developed a leadership assessment program unique in education, and possibly unique in any organization. The entire assessment is geared toward professional improvement through staff development based on assessed needs.

Three elements of this approach contribute to its uniqueness and address the three common problems usually associated with most assessments: 1) the assessment instrument contains seven "generic" leadership competencies; 2) the assessment is low inference--assessors respond to observed or not observed to 88 behaviors; and 3) assessment data is collected not only from a superordinate, but also from subordinates. These subordinates, the educational leader's staff, have the greatest opportunity to observe the leader's behavior.

The assessment instrument contains seven competencies which are considered "generic" for educational leaders. The leader must demonstrate skill in each of the following competency areas: 1) relating to other people, 2) communicating effectively, 3) making decisions, 4) planning and organizing, 5) supervising and

evaluating, 6) improving professionally and providing staff with opportunity to improve professionally, and 7) protecting time on task for teacher and student. Each broad competency is divided into indicators which further describe the competency, and each indicator is subdivided into descriptors of behaviors. (See Figure 1.)

A content validity study was conducted in 1982 to determine if DeKalb School District Personnel and selected personnel from several of Georgia's universities considered the 120 leadership behaviors to be included in the PAL an accurate measure of educational leaders. The study included 400 classroom teachers, administrators and college professors. Basically, content validity was determined by stating a behavior and asking if the stated behavior was appropriate or inappropriate. Behaviors with less than 80% of the respondents agreeing that they were appropriate were eliminated.

Each assessor responds to each behavior listed by marking Observed or Not Observed on an answer sheet (See Figure 2). There are no judgment calls-no subjective decisions about how well an educational leader performs a task. The assessment instrument itself provides a model of leadership valued in the DeKalb school system. Many behaviors are arranged in a heirarchy to determine quality of performance. The low-inference characteristics of the assessment instrument make possible the next process element - assessment not only by a superordinate and self, but also by subordinates or staff members.

Figure 1

INSTRUMENT ORGANIZED INTO COMPETENCIES, INDICATORS AND DESCRIPTORS

## Competency I — The Educational Leader Demonstrates Skill in Relating to Others.

I-A Demonstrates behavior which promotes positive relationships

Descriptors

1. Gives recognition and praise to staff, colleagues, students, and members of the community.
2. Demonstrates courtesy to staff, colleagues, students, and members of the community.
3. Demonstrates relevant personal knowledge and interest in staff and other associates.
4. Demonstrates impartiality.

I-B Respects opinions of others.

Descriptors

5. Listens to opinions of others.
6. Discusses opinions different from his/her own.
7. Acts on the basis of these opinions by giving them consideration in decision making.

I-C Demonstrates ability to manage conflicts.

Key Points

Conflicts include student/student, student/teacher, student/administrator, teacher/teacher, teacher/administrator, teacher/parent, administrator/parent, staff member/administrator.

Behaviors 8-11 make up the accepted model for conflict management.

Descriptors

8. Recognizes existence of conflict.
9. Demonstrates sensitivity to the needs of those involved in conflict.
10. Analyzes conflict.
11. Develops a plan for resolution of conflict.

I-D Maintains Integrity.

Key Points

The evaluator may assume that each behavior (12-15) is present if there is an absence of the opposite, negative behavior.

Descriptors

12. Is honest.
13. Avoids public criticism of others.
14. Uses discretion in managing personal information concerning others.
15. Is dependable.

## FIGURE 2

### COMPUTER RESPONSE - CODE EITHER OBSERVED OR NOT OBSERVED

**PROFILE FOR ASSESSMENT OF LEADERSHIP**
DEKALB COUNTY, GEORGIA, SCHOOL SYSTEM

DATE 06/84

SCHOOL DEPT

NAME

ID #

IDENTIFICATION NO.

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 2 | 2 | 2 | ● | 2 | 2 | ● | 2 | 2 |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| ● | ● | 4 | 4 | 4 | ● | 4 | 4 | 4 |
| 5 | 5 | ● | 5 | 5 | 5 | 5 | 5 | ● |
| 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 |
| 7 | 7 | 7 | 7 | ● | 7 | 7 | ● | 7 |
| 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 |
| 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 |

**COMPETENCY I**

| | | OBSERVED | NOT OBSERVED |
|---|---|---|---|
| I A | 1 | ○ | ○ |
| | 2 | ○ | ○ |
| | 3 | ○ | ○ |
| | 4 | ○ | ○ |
| I B | 5 | ○ | ○ |
| | 6 | ○ | ○ |
| | 7 | ○ | ○ |
| I C | 8 | ○ | ○ |
| | 9 | ○ | ○ |
| | 10 | ○ | ○ |
| | 11 | ○ | ○ |
| I D | 12 | ○ | ○ |
| | 13 | ○ | ○ |
| | 14 | ○ | ○ |
| | 15 | ○ | ○ |

**COMPETENCY II**

| | | OBSERVED | NOT OBSERVED |
|---|---|---|---|
| II A | 16 | ○ | ○ |
| | 17 | ○ | ○ |
| | 18 | ○ | ○ |
| | 19 | ○ | ○ |
| II B | 20 | ○ | ○ |
| | 21 | ○ | ○ |
| | 22 | ○ | ○ |
| | 23 | ○ | ○ |
| II C | 24 | ○ | ○ |
| | 25 | ○ | ○ |
| | 26 | ○ | ○ |
| | 27 | ○ | ○ |

**COMPETENCY III**

| | | OBSERVED | NOT OBSERVED |
|---|---|---|---|
| III A | 28 | ○ | ○ |
| | 29 | ○ | ○ |
| | 30 | ○ | ○ |
| | 31 | ○ | ○ |
| III B | 32 | ○ | ○ |
| | 33 | ○ | ○ |
| | 34 | ○ | ○ |
| | 35 | ○ | ○ |

**COMPETENCY IV**

| | | OBSERVED | NOT OBSERVED |
|---|---|---|---|
| IV A | 36 | ○ | ○ |
| | 37 | ○ | ○ |
| | 38 | ○ | ○ |
| | 39 | ○ | ○ |
| NONE OF THE ABOVE | 40 | ○ | |
| IV B | 41 | ○ | ○ |
| | 42 | ○ | ○ |
| | 43 | ○ | ○ |
| | 44 | ○ | ○ |
| NONE OF THE ABOVE | 45 | ○ | |
| IV C | 46 | ○ | ○ |
| | 47 | ○ | ○ |
| | 48 | ○ | ○ |
| | 49 | ○ | ○ |
| IV D | 50 | ○ | ○ |
| | 51 | ○ | ○ |
| | 52 | ○ | ○ |
| | 53 | ○ | ○ |
| NONE OF THE ABOVE | 54 | ○ | |

**COMPETENCY V**

| | | OBSERVED | NOT OBSERVED |
|---|---|---|---|
| V A | 55 | ○ | ○ |
| | 56 | ○ | ○ |
| | 57 | ○ | ○ |
| | 58 | ○ | ○ |
| NONE OF THE ABOVE | 59 | ○ | |
| V B | 60 | ○ | ○ |
| | 61 | ○ | ○ |
| | 62 | ○ | ○ |
| | 63 | ○ | ○ |
| NONE OF THE ABOVE | 64 | ○ | |
| V C | 65 | ○ | ○ |
| | 66 | ○ | ○ |
| | 67 | ○ | ○ |
| | 68 | ○ | ○ |
| NONE OF THE ABOVE | 69 | ○ | |
| V D | 70 | ○ | ○ |
| | 71 | ○ | ○ |
| | 72 | ○ | ○ |
| | 73 | ○ | ○ |

**COMPETENCY VI**

| | | OBSERVED | NOT OBSERVED |
|---|---|---|---|
| VI A | 74 | ○ | ○ |
| | 75 | ○ | ○ |
| | 76 | ○ | ○ |
| VI B | 77 | ○ | ○ |
| | 78 | ○ | ○ |
| | 79 | ○ | ○ |
| | 80 | ○ | ○ |

**COMPETENCY VII**

| | | OBSERVED | NOT OBSERVED |
|---|---|---|---|
| VII A | 81 | ○ | ○ |
| | 82 | ○ | ○ |
| | 83 | ○ | ○ |
| | 84 | ○ | ○ |
| VII B | 85 | ○ | ○ |
| | 86 | ○ | ○ |
| | 87 | ○ | ○ |
| | 88 | ○ | ○ |

**OTHER DATA**

| | |
|---|---|
| 1 | ○ ○ |
| 2 | ○ ○ |
| 3 | ○ ○ |
| 4 | ○ ○ |
| 5 | ○ ○ |
| 6 | ○ ○ |
| 7 | ○ ○ |
| 8 | ○ ○ |
| 9 | ○ ○ |
| 10 | ○ ○ |

**ASSESSED BY**

| | |
|---|---|
| SELF | ○ |
| IMMED. SUPV. R | ○ |
| STAFF | ○ |

The immediate supervisor completes an assessment, the educational leader being assessed completes a self-assessment, and each member of the leader's staff completes an assessment. Anonymity of staff responses is ensured. The central computer compiles the data and displays it on a profile showing percentages of staff members at the local and systemwide levels who observed each behavior and indicates whether the immediate supervisor observed these behaviors. The profile allows each educational leader to compare his/her results with the cumulative percentages of all educational leaders in the system with the same title and then with those with different titles. For example, Figure 2 shows a high school principal with 100 staff members (professional and classified.) Sixty percent (60%) of these staff members had observed their principal giving recognition and praise. Eighty-eight percent (88%) of all high school staffs had observed their principals giving recognition and praise. Eighty-five percent (85%) of all staff members and of all administrators had observed their immediate supervisors giving recognition and praise. The immediate supervisor of the high school principal had observed the principal giving recognition and praise; and the principal indicated in his self-assessment that he gave recognition and praise to others.

The profile is analyzed in a post-assessment conference between the supervisor and the educational leader being assessed. During this conference, strengths and needs indicated on the profile are discussed, and a staff development plan aimed at correcting assessed needs is designed by the leader with the supervisor.

FIGURE 2

Central High

100 Staff Members

County School System

Leadership Profile

Date: 05/84

| | | Staff Ratings | | | Immediate Supervision | | Self |
|---|---|---|---|---|---|---|---|
| Competency I: Skills in Relating to Other | | School/Dept. | Category (All High School Principals) | All System-wide Administrators | Supervisor's Evaluation | Systemwide Administrators | Number |
| Indicator A. Promotes Positive Relationships | | | | | | | |
| | | % Observed | | | | | |
| Descriptors | A-1. Gives Recognition & Praise | 60 | 88 | 85 | 1 | 85 | 1 |
| | A-2. Demonstrates Courtesy | 71 | 91 | 90 | 1 | 90 | 1 |
| | A-3. Shows Interest in Staff | 65 | 83 | 91 | 1 | 86 | 1 |
| | A-4. Demonstrates Impartiality | 47 | 91 | 87 | 1 | 86 | 1 |

Also in this post-assessment conference, a date is set for the next staff assessment. (Supervisor assessments are required annually. Staff assessments must occur at least once every four years and should be more often if much improvement is needed.) After the next staff assessment, improvement will be measured by comparing the last assessment profile with a new profile. The effectiveness of the staff development plan and the leader's capacity or willingness to improve will be reflected in the amount of improvement from one staff assessment to the next.

The first field test of this assessment instrument and process was positive. In no case did leadership style dictate the outcome of the assessment by staff members. The instrument did discriminate among leaders and among competencies.

A study (O'Rourke 1984) was conducted to determine how the seven competencies included in the PAL related to the validated Leader Behavior Description Questionnaire (Ohio State Leadership Studies 1957.) This instrument measures two leadership categories or dimensions. Consideration (Relationship) and initiating Structure (TASK.) Principals were rated simultaneously on both the LBDQ and the PAL by 711 teachers in 36 elementary schools. These ratings scores then were correlated using the Pearson r.

Table 1 presents a summary of the results. As can be seen, Competency I - Skill in Relating to Others, Competency II - Effective Communication Skills, Competency III - Skill in Making Decisions and Competency VI - Provides Staff with Opportunities for Professional Development are more closely correlated to the Consideration dimension in the LBDQ. Competency IV - Planning and Organizational Skills, Competency V - Skill in Supervision and

Evaluation and Competency VII - Skill in Protecting the Time on Task for the Teacher and Student are more closely correlated to the Initiating Structure dimension.

The results of this study show that the PAL contains items that are related to the two LBDQ dimensions. Since the PAL contains 82 items categorized under the seven competencies and the LBDQ on 40, it would appear that some items may not fall under either of the two dimensions.

TABLE I

The Results of the Seven PAL Competencies Correlated with the two LBDQ Dimensions

| | PAL Competencies | $\bar{X}$ | sd | LBDQ I Consideration r | LBDQ II Initiating Structure r |
|---|---|---|---|---|---|
| I. | Relating to others | 1.18 | .24 | ***.65 | *.35 |
| II. | Effective Communication Skills | 1.15 | .20 | ***.53 | **.47 |
| III. | Making Decisions | 1.27 | .32 | **.45 | *.37 |
| IV. | Planning/ Organizational Skills | 1.19 | .22 | *.43 | **.44 |
| V. | Supervision & Evaluation | 1.29 | .28 | .27 | *.33 |
| VI. | Provides Staff with Opportunity for Professional Development | 1.27 | .31 | *.40 | *.32 |
| VII. | Protects Time on Task for Students & Teachers | 1.25 | .30 | *.34 | *.38 |
| | LBDQ I Consideration | 1.21 | .15 | 1.00 | *.38 |
| | LBDQ II Initiating Structure | 1.12 | .14 | *.38 | 1.00 |

*** P< .001
** P< .01
** P< .05

N = 36

All of the statistical analyses which follow are based on the staff responses of each principal. Since all of the supervisors responded "observed" to all of the behaviors with very few exceptions, one could conclude that either the supervisor does not know how the educational leader behaves or that the educational leader behaves differently with his/her supervisor than with his/her own staff. One must also conclude that the valid responses to a leader's behavior comes from his/her staff.

Table 2 and Table 3 present a summary of correlations between each of the seven "generic" PAL competencies and the total instrument score. These data were generated by subordinate ratings of the elementary principals (Table 2) and secondary principals (Table 3). The results show that all correlations were significantly correlated at or less than the .05 level.

TABLE 2

ELEMENTARY PRINCIPALS SUBORDINATE EVALUATION
RESULTS CORRELATED WITH EACH PAL COMPETENCY
AND TOTAL PAL SCORE

| COMPETENCY | COMPETENCY 1 | 2 | 3 | 4 | 5 | 6 | 7 | Totals |
|---|---|---|---|---|---|---|---|---|
| 1. Relating to Others | 1.00 | .73 | .91 | .63 | .60 | .76 | .60 | .75 |
| 2. Communication | .73 | 1.00 | .90 | .88 | .79 | .91 | .83 | .86 |
| 3. Decision Making | .91 | .90 | 1.00 | .95 | .80 | .88 | .76 | .87 |
| 4. Planning/Organizing | .63 | .88 | .80 | 1.00 | .73 | .79 | .74 | .80 |
| 5. Supervision/Evaluation | .60 | .79 | .77 | .73 | 1.00 | .85 | .88 | .80 |
| 6. Professional Improvement | .76 | .91 | .88 | .79 | .85 | 1.00 | .76 | .85 |
| 7. Protecting Time-on-Task | .60 | .83 | .76 | .73 | .88 | .80 | 1.00 | .80 |
| Totals | .75 | .86 | .86 | .82 | .81 | .86 | .80 | .82 |

Elementary Principals N=36
Teachers Responding N=1440

TABLE 3

SECONDARY PRINCIPALS SUBORDINATE EVALUATION
RESULTS CORRELATED WITH EACH PAL COMPETENCY
AND TOTAL PAL RATINGS

| COMPETENCY | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Totals |
|---|---|---|---|---|---|---|---|---|
| 1. Relating to Others | 1.00 | .90 | .83 | .66 | .54 | .66 | .58 | .74 |
| 2. Communication | .90 | 1.00 | .95 | .75 | .68 | .70 | .97 | .85 |
| 3. Decision Making | .83 | .95 | 1.00 | .85 | .71 | .74 | .79 | .84 |
| 4. Planning/Organizing | .66 | .75 | .85 | 1.00 | .86 | .60 | .74 | .78 |
| 5. Supervision Evaluation | .54 | .68 | .71 | .65 | 1.00 | .63 | .75 | .71 |
| 6. Professional Improvement | .66 | .72 | .74 | .60 | .63 | 1.00 | .55 | .70 |
| 7. Time-on-Task | .58 | .70 | .79 | .74 | .75 | .55 | 1.00 | .73 |
| Totals | .74 | .81 | .84 | .75 | .74 | .70 | .77 | .76 |

N=13 School Principals

N=780 Total Staff Responding

Table 4 presents the range and median percent of subordinate ratings of elementary and secondary principals on the seven competency ratings and total PAL instrument ratings. The subordinate ratings for the secondary principals ranged from 76 to 36 (40) on Competency 5, Supervision and Evaluation, to a low of 81 to 56 (25) on Competency 4, Planning and Organizing. The ratings for the elementary principals ranged from a high of 98-33 (65) on Competency 7, Time-on-Task, to a low of 99 to 59 (40) on Competency I, Relating to Others.

TABLE 4

RANGE AND MEDIAN SUBORDINATE RATING FOR ELEMENTARY, SECONDARY PRINCIPALS FOR EACH PAL COMPETENCY AND TOTAL COMPETENCIES

| Competency | Secondary Principal | | Elementary Principal | |
|---|---|---|---|---|
| | Range | Median Score | Range | Median Score |
| 1 Relating to Others | 62-93=31 | 81 | 59-99=40 | 83 |
| 2 Communication | 68-95=27 | 80 | 49-99=50 | 87 |
| 3 Decision Making | 59-88=29 | 71 | 44-99=55 | 76 |
| 4 Planning and Organizing | 56-81=25 | 71 | 43-98=55 | 81 |
| 5 Supervision and Evaluation | 36-76=40 | 63 | 32-92=60 | 74 |
| 6 Professional Improvement | 50-80=30 | 62 | 40-95=55 | 77 |
| 7 Time-On-Task | 52-78=26 | 69 | 33-98=65 | 63 |
| Total Competency | 62-83=21 | 74 | 47-96=49 | 78 |

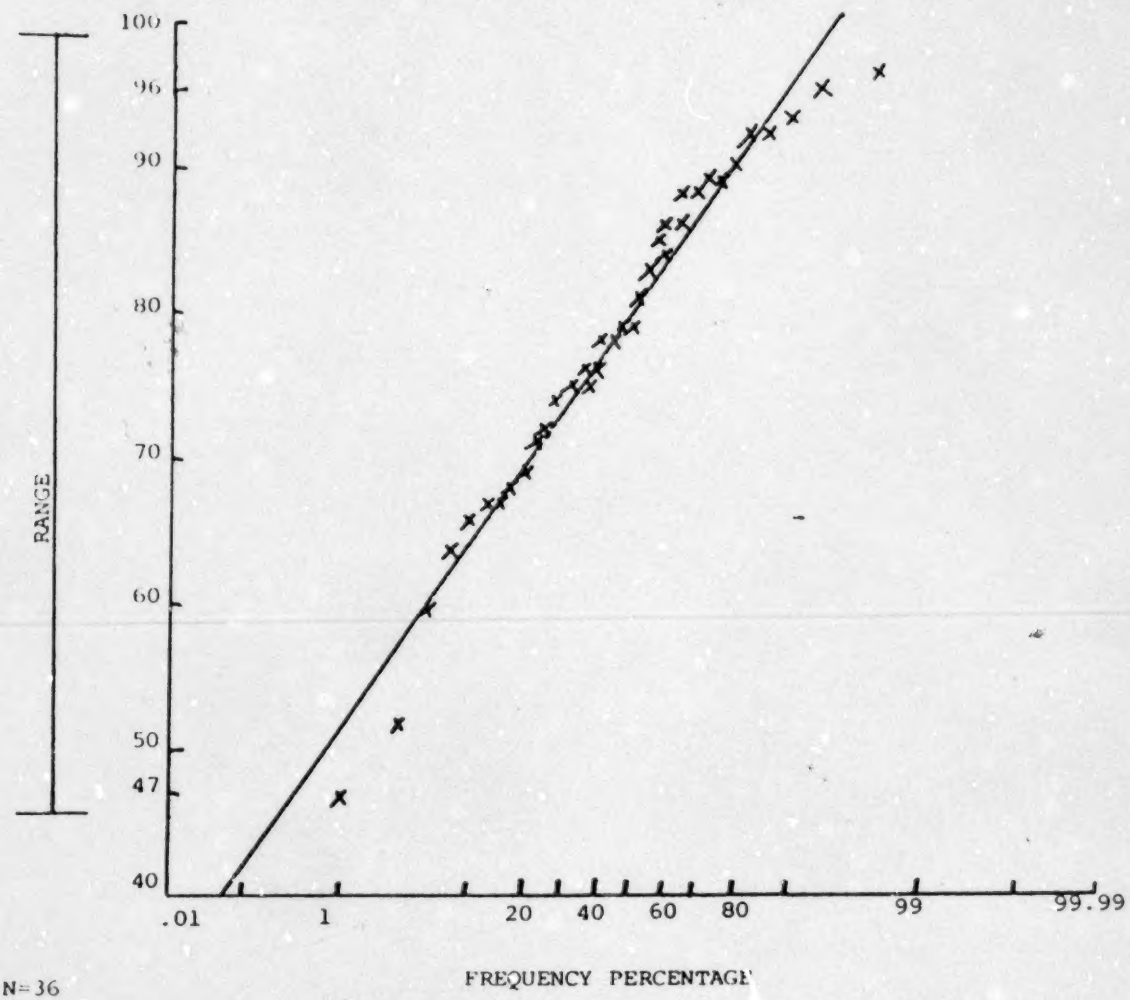
| | | | |
|---|---|---|---|
| Secondary | N=13 | Elementary | N=36 |
| Staff Responding | N=780 | Staff Responding | N=1,440 |

NOTE: Percent of subordinates rating the leader as having the behaviors that describe the competency.

Using total PAL subordinate ratings, Tables 5 and 6 show how the 36 elementary and secondary principals respectively were plotted along the normal curve. The range was 96-47=49 for elementary principals and only 83-62=21 for secondary principals.

TABLE 5

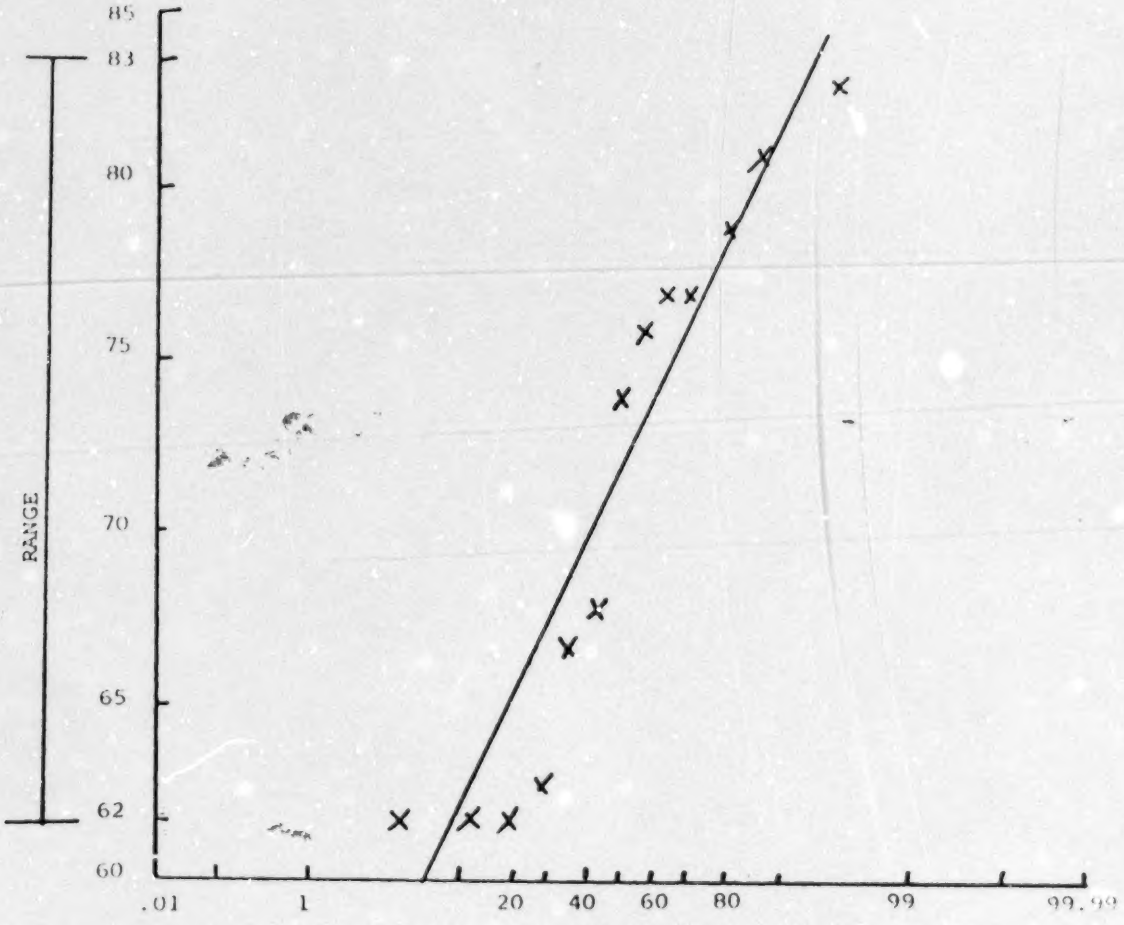
1984 ELEMENTARY PRINCIPAL LEADERSHIP EVALUATION
NORMAL PROBABILITY PLOT
SUBORDINATE RATING
TOTAL INSTRUMENT PERCENTAGES




N=36

TABLE 6

1984 SECONDARY PRINCIPAL LEADERSHIP EVALUATION
NORMAL PROBABILITY PLOT
SUBORDINATE RATING
TOTAL INSTRUMENT PERCENTAGES




N=13

A major component of DeKalb's School Improvement efforts has been an emphasis on and a reclaiming of time on task for the student and the teachers. One hundred items were identified by principals and teachers as distractors from time on task. These items were put in a survey form and administered to all teachers in the DeKalb System. Teachers responded to each item as to how often they perceived that each item (behavior) distracted from time on task. Results were compiled by school, and each school had an opportunity to use the information for planning.

Tables 7 and 8 present a summary of correlations between PAL secondary and elementary school subordinate ratings of principals and the ratings by the same subordinates of the top ten causes (distractors) of off-task behavior for secondary and elementary school. The coefficients were all negatively correlated since principals who score high on the PAL competency were correlated with the total number of distractors; i.e., if principals score high on the PAL competencies and low on the number of distractors, the coefficients were negative.

Table 7 shows the correlation in the secondary schools. Competency 1, Relating to Others, had a significant correlation with Item 5, Writing Hall Passes, Collecting Money, Writing Failure Slips and Detention Slips ($r = -.51$), and Item 6, Minor Student Misbehavior ($r = -.60$). Because the Time on Task survey

dealt primarily with teachers' perceptions of causes of off-task behavior in a school, we must conclude that in high schools whose principals have good interpersonal skills, teachers understand reasons for paperwork and feel that they receive more support in handling minor behavior problems of students.

Competency II had a significant correlation with Item 4, Having to Document Every Move ($r = -.56$) and Item 6, Minor Student Misbehavior ($r = -.70$). Again, in high schools where principals communicated effectively with their staffs and students, teachers perceived paperwork as either less than that in other schools or perceived that this paperwork is not a problem because the rationale for it had been communicated to them.

Competency III, Decision Making, showed a significant relationship with Item 4, Having to Document Every Move ($r = -.66$), Item 5, Writing Hall Passes, Collecting Money, Writing Failure Slips and Detention Slips ($r = -.70$), and Items 6, Minor Student Misbehavior. Principals who score well on Decision Making Skills involve others in decisions and communicate decisions and rationale to others. Therefore it is logical that teachers who work with these principals would understand reasons for paperwork and would support them in handling minor student misbehavior. They would also know that their principals would consider their opinions when making decisions about more or less paperwork and school discipline.

Competency 4, Planning/Organizing, had significant relationships with six distractors: Item 1, Problems with homework (r= -.54); Item 3, Student absenteeism (r= -.58); Item 4, Documenting every move (r= -.69), Item 5, Writing Hall Passes, etc. (r= -.61); Item 6, Student Misbehavior (r= -.61); and Item 9, Student Daydreaming (r= .61). In high schools where principals considered talents and needs of the staff and students in personnel assignments, schedules, and use of space, teachers were either so content or so well supported by the principal that they did not perceive these distractors as problems.

Competency 5, Supervision/Evaluation, had significant relationship with Item 4, Documenting Every Move (r= -.56) and Item 6, Student Misbehavior (r= -.57). Competency 6, Professional Improvement, had significant correlation with Item 4, Documenting Every Move (r= -.58) and Student Misbehavior (r= -.53). Competency 7, Time-on-Task had significant relationships with Item 4, Documenting Every Move, Item 6, Student Misbehavior (r= -.54) and Item 10, Preparing Lesson Plans (r= -.52). The correlations of Competencies 5, 6, 7 with various distractors all seem to reinforce the assumption that staffs of high school principals who displayed concern and professional respect for employees through supervision, objective evaluation, professional improvement and a concern for time on task were more content and/or better able to handle the paperwork and planning, and/or better able to manage student behavior because of actions of the principal.

The total PAL scores correlated with the ten secondary school distractors found Item 4, Documenting Every Move ($r = -.68$), Item 5, Writing Hall Passes, etc. ($r = -.57$) and Item 6, Student Misbehavior ($r = -.69$) were significantly correlated.

A closer examination of these data show that the strongest relationship exists between the seven competencies and student misbehavior. It appears everything the leader (principal) does in the school has an effect on the student behavior.

Teachers perceive having to document their every move in a school takes them off task. This item relates to the paperwork, the backup paperwork, and other constricting policies and procedures that hamper the American high school teachers in their effort to teach. However, teachers who rated principals high on the PAL apparently believed that the paperwork and policies were not a severe problem.

TABLE

SECONDARY SCHOOL PRINCIPAL LEADERSHIP EVALUATION RESULTS

1984 CORRELATED WITH THE TOP TEN DISTRACTORS FROM

THE 100-ITEM TIME-ON-TASK TEACHER SURVEY

(TOTAL FREQUENTLY AND OFTEN RESPONSES)

| DISTRACTORS (Time-off-Task Factors) | COMPETENCY | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Totals |
| 1. Forgotten or Incomplete Homework | -.13 | -.31 | -.42 | *-.54 | -.43 | -.26 | -.38 | -.41 |
| 2. Having to Help Students Make up Work | -.12 | -.19 | -.24 | -.26 | -.01 | -.17 | -.15 | -.15 |
| 3. Absenteeism of Students | -.13 | -.17 | -.29 | *-.58 | -.32 | -.04 | -.29 | -.31 |
| 4. Having to Document Every Move | -.50 | *-.56 | **-.66 | **-.69 | *-.56 | *-.58 | *-.63 | **-.68 |
| 5. Writing Hall Passes, Collecting Money, Failure Slips, Detention Slips | *-.51 | -.62 | **-.70 | *-.61 | -.30 | -.47 | -.48 | *-.57 |
| 6. Minor Student Misbehavior | *-.60 | **-.67 | **-.70 | *-.61 | *-.57 | *-.53 | *-.54 | **-.69 |
| 7. Tardy to Class | -.25 | -.24 | -.30 | -.50 | -.39 | -.11 | -.23 | -.35 |
| 8. Checking in Homework | -.04 | -.06 | -.23 | -.32 | -.14 | -.10 | -.28 | -.17 |
| 9. Student Daydreaming | -.17 | -.32 | -.36 | *-.61 | -.37 | -.26 | -.24 | -.39 |
| 10. Preparing Lesson Plans | -.41 | -.27 | -.35 | -.34 | -.11 | -.24 | *-.52 | -.34 |

Secondary Principals N=13

Teachers Responding To Time-On-Task Survey Per School - N=60

*$p < .05$
**$p < .01$

Table 8 presents a summary of correlations between the PAL elementary school subordinate ratings of principals and their response to the time-on-task survey.

Competency 1, Relating to Others, had significant correlations with Item 1, Having to Document Every Move (r= -.40); Item 5, Lesson Planning (r= -.34); and Item 5, Water and Restroom Breaks.

Competency 2, Communication, had only one significant correlation, Item 9, Minor Student Misbehavior (r= -.34). Competency 3, Decision Making, had a significant relationship with Item 1, Having to Document Every Move (r= -.35); Item 2, Lesson Planning (r= -.35); and Item 9, Minor Student Misbehavior.

Competency 4, Planning and Organizing, had three significant correlations: Item 2, Lesson Planning (r= -.35); Student Tardiness (r= -.41); and Minor Student Misbehavior (r= -.41).

Competency 5, Supervision and Evaluation, had significant correlations with four distractors: Item 2, Lesson Planning (r= -.40); Student Tardiness (r= -.32); Minor Student Misbehavior (r= -.33); and Student Daydreaming (r= -.37).

Competency 6, Professional Improvement, has significant correlation with Item 1, Documenting Every Move (r= -.35); Item 2, Lesson Planning (r= -.35); and Item 9, Minor Student Misbehavior (r= -.30).

TABLE

ELEMENTARY SCHOOL PRINCIPAL LEADERSHIP EVALUATION RESULTS

1984 CORRELATED WITH THE TOP TEN DISTRACTORS FROM

THE 100-ITEM TIME-ON-TASK TEACHER SURVEY

(TOTAL FREQUENTLY AND OFTEN RESPONSES)

| DISTRACTORS (Time-off-Task Factors) | COMPETENCY | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Totals |
| 1. Having to Document Every Move | **-.40 | -.29 | *-.35 | -.29 | -.27 | *-.35 | -.22 | *-.36 |
| 2. Lesson Planning | *-.34 | -.29 | *-.34 | *-.36 | **-.40 | *-.35 | *-.36 | *-.36 |
| 3. Problems Heating/Air Conditioning | -.02 | -.26 | -.18 | -.11 | -.25 | -.10 | -.24 | -.16 |
| 4. Student Tardiness | -.22 | -.29 | -.27 | **-.41 | *-.32 | -.24 | -.31 | -.29 |
| 5. Water/Restroom Breaks | *-.33 | -.16 | -.28 | -.20 | -.26 | -.24 | -.21 | -.28 |
| 6. Forgotten Homework | -.17 | -.18 | -.20 | -.25 | -.26 | -.16 | -.14 | -.19 |
| 7. Help Students Make Up Work | -.18 | -.07 | -.12 | -.15 | -.23 | -.13 | -.18 | -.15 |
| 8. Checking in Homework | -.26 | -.03 | -.16 | -.13 | -.08 | -.11 | -.03 | -.13 |
| 9. Minor Student Misbehavior | -.29 | *-.35 | *-.34 | **-.41 | *-.33 | *-.30 | -.27 | *-.34 |
| 10. Student Daydreaming | -.16 | -.20 | -.19 | -.29 | *-.37 | -.20 | *-.32 | -.23 |

Elementary Principals N=36

Teachers Responding To Time-On-Task Survey Per School - N=40

*$p < .05$
**$p < .01$

Competency 7, Time-on-Task, had significant relationship with Item 2, Lesson Planning (r= -.35): and Student Daydreaming (r= -.32).

The total PAL Instrument subordinate scores when correlated with the ten distractors had three significant relationships: Item 1, Having to Document Every Move (r= -.36); Item 2, Lesson Planning (r= -.36); and Minor Student Misbehavior (r= -.34).

The conclusions that can be drawn from the correlations of elementary school principals' scores and the distractors identified by elementary school teachers are the same as those relating to high schools. The better the elementary school principal scored on individual competencies and on the PAL as a whole, the less problems the staff perceived with the top distractors. Also in both elementary and high school, teachers who work with principals who are competent in the seven areas on the PAL perceive less problems with paper work, with student discipline, and with student attitudes.

These tables furnish us with no conclusions but great hope. The second administration of the leadership assessment in the spring of 1985 will complete one assessment by staff members for every leadership person in the system and will include second assessments for some leadership personnel in new assignments and some who are being assessed again as part of the staff development plan. The results of the correlations using data from all high school and elementary principals will be studied

carefully and revisions in the instrument will be made from the statistical findings and from the comments of the assessors.

What is actually happening in the school system as a result of one administration of the PAL? Leadership personnel are scurrying to workshops which address each of these seven competencies. Principals are working closely with staff members to establish better relationships; staff development plans written by leaders and their immediate supervisors and based on the PAL are being followed carefully.

The results of staff assessments have made believers of leadership personnel. They understand that first of all, the PAL is a model of leadership valued in this system. No clear statement of leadership expectations have ever existed before. They also seem to understand the research base for this model. School principals who were involved in the first administration of this assessment responded to a questionnaire (Norwood, 1984) that they felt the behaviors in the PAL were important and that the results of their assessments had a positive effect on their behavior. Some behavior is changing. Some reluctance still exists but is dwindling. Some success is already evident.

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